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ABSTRACT

Kindergarten teachers do not view social studies as an important part of the preschool curriculum. This was the finding of a survey of kindergarten teachers in two midwestern states. The questionnaires used in the survey were designed to determine the emphasis teachers placed on specific social studies topics, skills, and values. Teachers indicated they spent an average of 22.6 minutes each day on social studies. Sixty-six percent of the teachers integrate social studies into other teaching areas. The data indicated that as teachers gain experience, they tend to place less emphasis on teaching social studies. It is clear that the priority placed on other curricular areas is affecting the amount of time spent on teaching social studies and may affect the availability of instructional materials. Teacher-made units structure learning activities. Materials and resources most often used are picture study, the school library, role play, puppetry, and learning centers. There is more agreement among teachers on the importance of specific affective topics than on which skills or content should be taught. Well defined state guidelines, parental sanctions, and appropriate materials would serve to improve the position of social studies in the curriculum. Teachers must agree on what content, concepts, attitudes, and skills should be taught and make a commitment of time to teach them. (SM)

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SOCIAL STUDIES IN KINDERGARTENS: A STATUS REPORT

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SOCIAL STUDIES IN KINDERGARTENS: A STATUS REPORT

The question of what is good programming for kindergartens is a critical one in America today. With over 60% of mothers of young children part of the work force, kindergarten is no longer the initial school experience for most children. Because more children are attending nursery school or are being placed in day care centers where planned learning experiences are provided, many educators and parents feel that children enter kindergarten ready for more formalized programs (NCES, 1985). Indeed, in many areas, kindergarten is scheduled on a full-day-every-day basis similar to the rest of the elementary school. In many full-day programs more time is spent in academic paper-and-pencil pursuits, while time devoted to literature, play, social development, and the arts is proportionally less than that allocated in half-day programs (Finkelstein, 1984). In Secretary of Education William Bennett's (1986) recent report on the condition of elementary education in the United States, he admits that members of the Study Group were ambivalent about the purposes of kindergarten.

In 1977, time devoted to social studies in primary grades was reported as averaging only one hour per week (Gross, 1977). Unfortunately, the situation has not improved (Hahn, 1985). A recent study conducted by the Association for Supervision and

Curriculum Development indicated time spent on social studies is being shortened; Cawelti and Adkisson (1985) stated that "increases in time allocated to language development and math has correspondingly cut time devoted to social studies" (p. 4). Kindergarten teachers reported feeling stressed as they attempted to placate the demands of parents, principals, and school boards, while providing an appropriate developmental program for young children. Cohen and Rudolph (1977) observed that when pressure is great, time spent on areas traditionally thought to be of value in kindergarten programs is often sacrificed so that more time can be devoted to formalized instruction.

There is much evidence to support the importance of teaching social studies concepts in the early years if the aims of education are to be accomplished (NEA, 1984; Block, 1986; Morrissett, 1983; Seefeldt, 1977; Atwood, 1986). Yet, in a recent national study conducted by Educational Research Service (Gardner, 1986), 22% of the kindergartens reported they provided "academic programs" which emphasized skills and achievement while another 62.6% reported offering programs which included academic and social preparation for first grade. While "skills and achievement" do not necessarily preclude social studies skills and concepts, typically the focus is on prereading, reading and arithmetic skills development.

Jean Marzollo, a member of Bennett's Study Group, "cautioned against turning [kindergarten] into 'boot camp' for first grade" (Bennett, 1986, p. 59). She is quoted as saying: "Kindergarten should have its own intellectually challenging age-appropriate program just as every other grade should" (p. 59). However, little is known about actual implementation of advocated practices. We have little data to inform us about specific current curriculum practices in kindergarten and these data are necessary to make thoughtful and appropriate recommendations for curricular change.

One way to investigate the status of social studies in kindergartens is to survey the situation in selected populations. While surveys have obvious limitations, Smith (1986) declared that they are a valid means of determining the present state of a given phenomena [sic]" (p. 28). Results of several surveys of the status of social studies have recently been published (e.g., Gross, 1977; Hahn, 1985; Morrissett, 1986; Schug, Todd & Beery, 1984); most imply that social studies is struggling for survival in the early grades. However, none of the surveys provided specific information concerning social studies curricula in kindergarten. That was the purpose of this study.

Two midwestern states were chosen for this case study. Both

states have a substantial rural population and neither is highly urbanized. They are perceived as representative of general and current practice. Since teachers' attitudes about what they teach are influential in program quality (Finkelstein, 1984), teachers were questioned about their practices and their opinions about barriers to perceived ideal practices. The questionnaire determined the emphasis teachers placed on specific social studies topics, skills and values, the most common methods of teaching, and the amount of time devoted to social studies in kindergartens. Demographic data and information about teachers' professional preparation to teach social studies were gathered and analyzed in relation to the other variables.

Although this study is based on a limited population and wide generalizations must be drawn cautiously, results provide valuable information concerning the status of social studies in kindergartens and kindergarten teachers' attitudes about social studies. Additionally, these could serve as baseline data for observing trends as schools react to the most recent barrage of reports, legislation and public and professional concerns about the quality of education.

Subjects

Teachers in this study were randomly selected from the computer lists of all kindergarten teachers in Kentucky and

Iowa. A questionnaire was mailed to the teachers with return envelopes. Eighty-four (47.7%) Kentucky kindergarten teachers and 126 (50.4%) Iowa teachers returned the questionnaires. Teachers were not paid for their participation. A number of teachers failed to respond to some questions; thus, the number of responses varied with each question.

Kentucky districts represented by respondents varied in size from 400 to 93,000 pupils, with a mean student population of 10,907. Twenty-two (26%) Kentucky teachers did not identify district size. The average size of the Iowa districts was reported to be 4,424, ranging from 34 to 60,000. Thirty Iowa teachers (23.8%) did not respond to this question. The mean population of the total sample was 6,721.

Respondents in the survey were predominantly female (99.5%) with the majority (77.5%) in the above-31 age bracket (Table 1); 73.7% of the teachers had eight or more years teaching experience. Kentucky teachers tended to be slightly younger and have fewer years of experience than did Iowa teachers. Kentucky had no respondents with 26 or more years experience, contrasted to 18.3% of the Iowa teachers. The majority of Kentucky respondents (80.8%) held a Master's Degree; 15.9% of respondents from Iowa had attained this level of education. All of the teachers responding were certified to teach kindergarten.

Insert Table 1 about here

Approximately two-thirds of the respondents had a social studies methods course or a course of which at least half was devoted to the teaching of social studies. Very few of the teachers from either state belonged to the National Council for the Social Studies.

The time requirements for kindergarten classes have traditionally varied considerably. Children of over 50% of the kindergarten teachers responding to the questionnaire attended half-day sessions five days each week. In Iowa, the other kindergarteners are about equally divided between full-day sessions each day, and full-day sessions on alternate days. In Kentucky, students of 12% of the responding teachers attended kindergarten all day five days a week, while students of 27.7% of the teachers attended classes all day on alternate days.

Summary

Virtually all surveyed teachers in these two mid-western states were females certified to teach kindergarten. Over half taught half-day, every-day sessions. Kentucky teachers tended to be younger, thus, with less teaching experience, than Iowa teachers. On the average, Kentucky teachers taught in larger

school districts and had completed a more advanced degree.

Results

The first concern of the investigators was the value teachers placed on social studies. Two indicators of value were judged to be responses to the questions: "How much time do you spend each day teaching social studies?", and "how many minutes would you consider to be ideal for teaching social studies?". This sample of kindergarten teachers spent slightly less time per day (M = 22.6 minutes) than they thought ideal (M = 24.6 minutes). Kentucky teachers spent an average of 29.6 minutes per day while perceiving a mean of 30.4 minutes as ideal. Iowa teachers averaged 18.9 minutes per day on social studies while believing 21.6 minutes to be ideal. According to these two value indicators, Kentucky kindergarten teachers tended to place a higher value on social studies than did their counterparts in Iowa.

There seemed to be little evidence that district or state mandates strongly influence kindergarten social studies programs in these two states. Almost half (47.6%) of the Iowa kindergarten teachers thought there was a mandate to teach social studies; another 27% were unsure if a mandate existed. Only 23.8% knew that no mandate existed. A similar number of Kentucky teachers (48.8%) thought there was a mandate to teach social

studies at the kindergarten level but nearly as many reported no existng mandate (41.7%). In fact, at the time of this survey, state guidelines suggested that social studies be taught in kindergartens but only math and reading were required subjects in Kentucky kindergartens.

The study also examined specific aspects of social studies curricula to determine what topics kindergarten teachers deemed important and which topics they emphasized in their teaching. Not surprising, the data from Table 2 indicate that teachers from both states tended to teach what they believed to be important. An interesting pattern exists here: the topics which relate closely to affective concerns, such as socialization, positive self-concept, acceptance of differences among people, and development of personal qualities, were highly regarded and stressed in the curricula in both states. On the other hand, more technical skills such as understanding maps, globes, graphs and charts were not highly valued or emphasized in kindergarten classrooms. Also noteworthy is the lack of agreement among kindergarten teachers on what content and skills should be taught. Eighty percent or more of Kentucky teachers agreed on only five skills and topics; there was less agreement among Iowa teachers. Table 2 also indicates that teachers consistently ranked topics as more important than is indicated by their

emphasis on teaching them. For Kentucky teachers, 18 of 23 topics and for Iowa teachers 21 of 23 topics were thought to be more important than their emphasis in classrooms would suggest; in some cases, the differences were minute. For some topics the discrepancy is quite wide. What, then, prevents kindergarten teachers from teaching what they think is important?

Insert Table 2 about here

Table 3 summarizes data describing barriers that kindergarten teachers perceive as preventing them from spending more time on social studies in their classes. Teachers from both states were similar in their responses, with both groups citing "higher priority of other curriculum areas" as the greatest barrier (Kentucky: 47.6%; Iowa: 46.8%). "Lack of appropriate materials" was a distant second, followed by "lack of clear curriculum guidelines". "Lack of teacher interest" was least often ranked as a barrier by both groups (6% of Kentucky teachers, 2.4% of Iowa teachers). An interesting difference in the two groups is the percentage of teachers who perceive "low parental expectations" as a barrier (Kentucky: 24.4%; Iowa: 6.4%).

Insert Table 3 about here

Since priority of other curricular areas seems to prevent many teachers from teaching social studies as frequently as they might like, it was interesting to note that the predominate method of teaching social studies in kindergarten was by planning and integrating it into other daily activities; 75% of Kentucky teachers and 60.3% of Iowa teachers employed this strategy. Social studies taught as a separate time block was not a frequent occurrence in either state, although it was more common in Iowa (19.8%) than in Kentucky (4.8%). In each state, approximately 20% of the teachers indicated that they taught social studies "as the opportunity arises".

Social studies textbooks seem to have little influence in kindergartens. Over half (56.3%) of the Iowa teachers never use a social studies textbook; 92.5% of the Kentucky teachers use no social studies textbook. The major source of units, lessons or activities is the teacher; 74.1% of the respondents (Kentucky: 88.1%; Iowa: 66.7%) indicated that teacher-made units were the primary source, with few choosing commercial units or district-wide units as the mainstay of the social studies program. Since the textbook does not hold a prominent place in

the kindergarten curriculum, what materials, resources or strategies do teachers use with their students?

Resources or strategies reported as most frequently used were: picture study (93.3%), the school library (89%), role play (75.5%), learning centers (70.2%), and puppetry (63.1%) (Table 4). It is interesting to note that two of the most frequently used resources, pupperty and role play, mesh well with those highly-valued social studies topics (from Table 2) that are part of the affective domain.

Some striking differences between teachers in the two states emerged in the area of resources. Learning centers appear to be in use more frequently in Kentucky classrooms: 92.7% to Iowa's 55.6%. Kentucky teachers also tended to favor role play and puppetry slightly more than Iowa teachers. This may be somewhat surprising since a higher percentage of Kentucky teachers also reported regular or frequent use of mimeographed sheets (66.3%) and reproduced pictures to color (59.8%). Considerably more Iowa teachers reported frequent or regular use of maps (38.1%) and globes (51.6%) than did Kentucky teachers (19.5% and 23.2%). These numbers are interesting in that neither sample reported a strong value or teaching emphasis on map and globe skills.

Insert Table 4 about here

Relationships Among Variables

A series of relationships between and among variables was examined to determine if patterns emerged which would provide a better understanding of the status of social studies in kindergartens. It is generally assumed that teachers' age and training in social studies methods, district size and how kindergartens are scheduled influence how much time teachers spend on social studies, what they emphasize, and what resources they use.

Age of teacher. A one-way Analysis of Variance was performed to determine if age of teachers was a significant factor in the time teachers spent on social studies in kindergartens (Table 5). No statistically significant relationship was found in either the Kentucky or Iowa samples. However, when the samples were combined, a significant difference was found in the amount of time teachers in the 20-30 age group spent on social studies per day (30.8 minutes) and the time spent by teachers 41 years of age and older (18.7 minutes per day). The pattern in each state is also worth noting. As teachers aged, that is became more experienced, they tended to teach less social studies. This may

explain why Iowa teachers spent less time on social studies since Iowa teachers tended to be older than Kentucky teachers.

Insert Table 5 about here

District Size

Pearson's Product Moment Correlation Coefficient was used to examine relationships among size of district, time spent on social studies and amount of time considered ideal for social studies. As expected, time spent and time considered ideal were highly correlated for both groups of teachers. No significant correlations were found between district size and time spent teaching social studies or the amount of time teachers consider ideal for teaching social studies. In other words, kindergarten teachers spend about as much time on social studies as they think they ought to and that amount of time varies little from large to small districts. The Pearson Product Moment Correlation Coefficient was also used to examine the relationship between size of school district and factors reported to be the greatest barriers (from Table 3) to teaching social studies in kindergarten. Table 6 indicates a positive correlation between district size and the identification of low parental expectations

(p =.0461) and management and discipline problems (p =.0038) as barriers.

Insert Table 6 about here

A test of correlation was used to examine any relationships between size of district and resources most frequently used (Table 7). A statistically significant positive correlation was found in the Kentucky sample between size of district and frequency of use of mimeographed sheets (p=.0247). A combination of the two samples also reflected a positive correlation between the size of district and use of mimeographed sheets.

Insert Table 7 about here

A one-way Analysis of Variance was used to determine if a relationship existed between size of district and method of teaching social studies (i.e., as a separate subject within a specified time block, planned and integrated into several daily activities, taught as opportunities arise, or not taught at all). No significant relationship was found for any of the samples; over half of the teachers integrate social studies into several daily activities; no teacher indicated that social

studies was never taught.

District size was paired with topics (see Table 2) that were reported by teachers to be very important or highly stressed. A test of Pearson's Product Moment Correlaton Coefficient was used. Table 8 indicates the topics that were found to increase in importance or emphasis in classroom instruction as district size increased. (No negative correlations significant at the .05 level were found.) It is interesting to note that teachers in larger districts tended to judge helping kindergarten children recognize stereotypical sex role expectations as more important than did teachers in smaller districts. However, what teachers actually stress in the classrooms is probably more noteworthy than what they say they think is important. In the combined sample, district size was positively related to an emphasis on teaching respect for the opinions of other people.

Insert Table 8 about here

Temporal Organization Patterns

The next relationship examined was the way kindergartens were scheduled (i.e., half day, full day, full alternate days, or other) and whether social studies was taught as a separate time block, planned and integrated into other daily activities, or

taught as opportunities arose (Table 9). It was hypothesized that those teachers with more actual minutes with the children (i.e., the full day-everyday sessions) would be more likely to have a separate time block for social studies. A cross tabulation of percentages did not bear this out. Method 2, planning and integrating social studies into several daily activities, was the most frequently-used mode of instruction regardless of time considerations. Even for kindergarten teachers who teach full-day sessions every day, only 37% of Iowa teachers and no Kentucky teachers set aside a separate time block for social studies. Additionally, 40% of Kentucky teachers and 14.8% of Iowa teachers with full-day sessions reported teaching social studies only as opportunities arose.

Insert Table 9 about here

It was also hypothesized that organizational patterns could be related to barriers against teaching more social studies. The frequently-reported barrier of "higher priority of other curriculum areas" was thought to be especially sensitive to the variable of time span. A cross-tabulation of frequencies, however, indicated that "higher priorities of other curriculum areas" was regarded as the major barrier despite variations in

temporal organization (Table 10).

Insert Table 10 about here

Teacher Training

To investigate whether teacher education influenced the kinds of materials or resources kindergarten teachers used with their students, respondents were grouped according to training in social studies methods. For purposes of this study, teachers who had no social studies methods course or who had a methods course that devoted less than 50% of the curriculum to social studies, were considered as "inadequately trained" in social studies methods. Others were "adequately trained". This variable was then paired with the most frequently used resources (e.g., role play, library, picture study). A T-Test procedure was used and results of the one-tailed test were examined. Table 11 indicates that teachers who were "adequately trained" in social studies methods were significantly more likely to have their students engage in picture study for social studies instruction. However, these data differed by states. For Kentucky teachers, there was a significant positive relationship between training in social studies methods and use of picture study and libraries. For Iowa teachers, there was a significant relationship between training

and the use of picture study, reproduced pictures to color and mimeographed sheets. These differences by states may relate to recency of training of teachers, data that were not specifically requested by the questionnaire. As noted earlier, Kentucky teachers tended to be younger and more had completed a master's degree program.

Insert Table 11 about here

Summary and Implications

Kindergarten classrooms and curricula are viewed by many as somewhat separate and different from "real school," which begins, naturally, with first grade. Some teachers choose to teach kindergarten because they think they have more flexibility and more autonomy in making curricular decisions. One would assume, then, that social studies in kindergartens might vary from the typical picture of social studies painted by recent survey reports. These surveys indicate that textbooks are the predominate source for curricula dominated by low-level fact acquisition. In primary grades, social studies is frequently an endangered species, seldom seen amidst the focus on reading and mathematics.

This case study examined social studies at the kindergarten

level. The generalizability of its findings is limited to the extent that Kentucky and Iowa differ significantly from other states on relevant variables. Teachers in this study were primarily females 31 years of age or older. While Kentucky kindergarten teachers tended to be younger, with more advanced degrees, most teachers surveyed had taught at least eight years and all were certified to teach kindergarten.

Teachers indicated that they spent, on the average, 22.6 minutes each day on social studies. This number must be viewed in light of the fact that 66% of the teachers plan and integrate social studies into other teaching areas, rather than designating a specific time block for social studies. It is difficult to give an accurate accounting for social studies using this system. On the other hand, this technique has the potential of being more consistent with the developmental needs and learning styles of young children. Unfortunately, the data indicate that as teachers gain experience, they tend to place less emphasis on teaching social studies.

It is clear that the priority placed on other curricular areas is affecting the amount of time spent on teaching social studies, and may affect the availability of instructional materials. Contrary to other status reports, textbooks are seldom used in kindergarten classes. Teacher-made units

structure learning activities and the materials and resources most often used are picture study, the school library, role play, puppetry and learning centers.

There is more agreement among teachers on the importance of specific affective topics than on which skills or content should be taught. The use of maps, globes, graphs and charts is not emphasized.

The size of the school district apparently has little relationship to the amount of time spent teaching social studies, how it is taught or the barriers teachers perceive to spending more time teaching social studies. The exception is that teachers in larger districts are significantly more likely to perceive low parental expectations and management and discipline problems as a reason for not teaching more social studies. Additionally, results of the survey indicate that teachers in larger districts tend to use mimeograph sheets more often. They also are more likely than teachers in smaller districts to emphasize teaching respect for the opinions of others.

Close to three-quarters of the teachers had, as part of their teacher education program, a social studies methods course or a course which devoted at least half of the time to social studies. These teachers were more likely than the other one-fourth to use picture study as part of their social studies

program; there were no other difference in resources used by these two groups. However, in Iowa, the teachers with more coursework in social studies also tended to use more mimeograph sheets and reproduced pictures to color. Whether those resources were advocated in the various teacher education programs was not ascertained by the survey.

There is a continuing debate about the role of kindergartens in the general education of children. Thinking and problem solving and a focus on developing total literacy are considered by many to be of prime importance for schools in the future. It is obvious that a content base and well-developed concepts are necessary for this kind of program. It also demands attention to intellectual processes, such as observing, inferring, and collecting and analyzing data. A well-designed social studies program provides a considerable block of the content and opportunities for developing the concepts and processes necessary for responsible citizens to make thoughtful decisions. What should be the role of kindergarten social studies programs that serve as entry into formal and life-long learning?

The results of this study seem to imply that social studies is not seen as important at the kindergarten level. Until there is greater understanding of and commitment to the value of early learning, changes are not likely to occur. Clear-cut state

guidelines, parental sanctions, and appropriate materials might serve as catalyst but teachers themselves must agree upon what content, concepts, attitudes and skills should be taught, and make a commitment of time to teach them.

Table 1

Demographics by Percentage of Respondents

	KY	IOWA	BOTH
Gender	n = 83	n = 126	n = 209
Male	1.2%	0%	.5%
Female	98.8%	100%	99.5%
Age	n = 83	n = 126	n = 209
20-30	36.2	13.5	22.5
31-40	42.2	38.2	39.7
41+	21.7	48.4	37.8
Years Teaching Experience	n = 83	n = 126	n = 209
1-2	2.4	4.8	3.8
3-7	39.8	11.1	22.5
8-15	50.6	37.3	42.6
16-25	7.2	28.6	20.1
26+	0	18.3	11.0
Highest Degree Obtained	n = 83	n = 126	n = 209
Less than BA/BS	1.2	4.8	3.3
BA/BS	18.1	77.8	54.1
MA	62.7	11.1	31.6
MA+	18.1	4.8	10
Other	0	1.6	5
Certified for	n = 83	n = 126	n = 209
Nursery-K	6	3.2	4.3
Nursery-Grade 3	0	2.4	1.4
Kindergarten-Grade 3	1.2	4.8	3.3
Kindergarten-Grade 6	3.6	9.5	7.2
Kindergarten-Grade 8	84.3	71.4	76.6
Not Certified for K	0	0	0
Other	4.8	7.9	6.7
S.S. Methods Course (separate course or at least 1/2 of combined methods course)	n = 82	n = 120	n = 202
Yes	72	74.2	73.3
No	28	25.8	26.7
Membership in NCSS	n = 83	n = 126	n = 209
Yes	1.2	4.8	3.3
No	81	97.6	98.5
Time Block for Kindergarten	n = 83	n = 126	n = 209
Half Day	59	50.8	54.1
Full Day	12	21.4	17.7
Alternate Full Day	27.7	23	24.9
Other	1	4	2.9

Table 2

Percentage of Teachers Judging Specified Content and Concepts, Skills, and Values as Important and/or Emphasized in Their Classes

	Judged important or very important		Emphasized or Highly Emphasized	
	KY	IA	KY	IA
Content and Concepts				
Transportation	66.7%	36.5%	47%	19.0%
Communication	79	57.9	62.2	44.4
Community helpers	86.9	76.9	84.5	61.9
Effects of humans on the environment	63	53.2	45.1	30.2
Consumerism & Economics	45	23.9	30.9	11.9
Living in various environments	80.8	64.3	68.3	48.5
Interdependence of people	65.4	64.3	50	45.3
Variety of family structures	75.6	78.5	73.8	64.3
Understanding other cultures	45.8	38.9	32.5	27.8
The school	90.3	79.4	90.5	80.2
Skills				
Mapping and globes	22.9	21.5	12.7	17.5
Graphs and charts	21.7	19.8	22.9	19
Cause and effect	46.9	45.3	37.8	34.9
Conflict resolution	68.3	59.5	60.9	57.9
Socialization	100	96.8	95.1	96.9
Coping with lifestyle changes	85.5	74.6	63.4	47.6
Democratic Beliefs and Values				
Respect for the opinion of others	96.4	92.9	91.5	88.8
Respect for the rights of the indiv.	90.5	79.4	88	69.9
Recognition of stereotypical sex roles	49.9	51.6	46.2	43.6
Respect for self, positive self concept	97.6	98.5	98.8	96
Acceptance of differences among people	91.1	95.2	91.6	92.1
Developing personal qualities	97.7	99.2	98.7	98.4
Know and observe classroom rules	100	98.4	98.8	97.6

Table 3

Percent of Teachers Indicating Perceived Barriers to Teaching Social Studies

	KY	IA
Higher priority of other curriculum areas	47.6%	46.8%
Lack of appropriate instructional materials	34.2	26.2
Lack of clear curriculum guidelines	30.2	22.2
Low parental expectations	24.4	6.4
Planning and preparation requirements	16.6	13.5
Lack of administrative support	11	8.8
Lack of teacher training	10.8	6.4
Management and discipline problems	10.1	3.2
Lack of teacher interest	6	2.4

Table 4

Percentage of Teachers Using Specific Resources Regularly or Frequently in Social Studies

	KY	IA	Combined
Picture study	96.4%	91.3%	93.3%
School library	88.1	89.7	89
Role Play	84.6	69.8	75.5
Learning centers	92.7	55.6	70.2
Puppetry	73.5	56.4	63.1
Mimeographed sheets	66.3	48.4	55.7
Field Trips	45.8	55.5	51.7
Reproduced pictures to color	59.8	41.3	48.5
Globes	23.2	51.6	40.4
Guest Speakers	41.7	34.9	37.6
Maps	19.5	38.1	30.8
Television	22.8	16.6	19

Table 5

Relationship Between Age of Teachers and Average Amount of Time Spent on Social Studies

	KY		IOWA		COMBINED	
Age	n	$\bar{X}$ Time in Minutes	n	$\bar{X}$ Time in Minutes	n	$\bar{X}$ Time in Minutes
20-30	24	33.458	17	26.941	41	30.756*
31-40	28	28.571	48	17.958	76	21.868
41+	13	24.615	61	17.410	74	18.676*
	65		126		191	

* $p < .05$

Table 6

Relationship Between District Size and Barriers to Teaching Social Studies

	n	r	p
Lack of appropriate instructional materials	173	-.00471	.9510
Lack of teacher training	174	-.02277	.7655
Lack of clear curriculum guidelines	174	-.05840	.4440
Lack of teacher interest	174	-.02535	.7399
Low parental expectations	173	.15183	.0461*
Lack of administrative support	173	-.04429	.5628
Higher priority of other curriculum areas	173	.04692	.5399
Management and discipline problems	170	.22090	.0038*
Planning and preparation requirements	170	.11428	.1379

* $p < .05$

Table 7

Relationship Between Most Frequently Used Resources and Size of District

	KY			IA			Combined		
	n	r	p	n	r	p	n	r	p
Learning Centers	61	-.15812	.2236	113	.0163	.8637	174	-.13	.079
Role Play	61	.14325	.2707	113	-.004	.9638	174	.007	.9291
Puppetry	62	-.06199	.6322	113	.11682	.2179	175	.025	.7344
Library	62	.06613	.6096	113	-.08565	.3671	175	.021	.7785
Picture Study	62	.11577	.3702	113	-.03256	.7321	175	.049	.5212
Reproduced Pictures to Color	62	.10136	.4331	113	.12778	.1174	175	.064	.3986
Mimeographed Sheets	62	.28513	.0247*	113	.11544	.2234	175	.1509	.0462*

*$p < .05$

Table 8

Relationship Between District Size and Social Studies Topics That Are Judged Very Important (1) or Highly Stressed (2)

KY	n	r	p
1. Recognition of stereotypic sex role expectation	59	.26477	.0427

IA	n	r	p
1. Recognition of stereotypic sex role expectation	113	.21983	.0193
2. Consumerism, economics	113	.22857	.0149
2. Understanding other cultures	113	.20369	.0305

COMBINED	n	r	p
1. Comsumerism, economics	171	.15937	.0373
1. Recognition of stereotypic sex role expectation	172	.22883	.0025
2. Respect for opinion of others	175	.15666	.0384

Table 9

Relationship Between Organizational Pattern and Method

	Method 1: Taught as Separate Time Block			Method 2: Planned and Integrated into Daily Activities			Method 3: Taught as Opportunities Arise		
Timespan	KY	IA	COMB.	KY	IA	COMB.	KY	IA	COMB.
half day every day	3 6.12%	13 20.31%	16 14.16%	36 73.47%	38 59.38%	74 65.49%	10 20.41%	13 20.31%	23 20.35%
full day every day	0 0	10 37.04%	10 27.03%	6 60%	13 48.15%	19 51.35%	4 40%	4 14.81%	8 21.62%
full day alternate days	1 4.35%	1 3.45%	2 3.85%	19 82.61%	21 72.41%	40 76.92%	3 13.04%	7 24.14%	10 19.23%
other	0 0	0 0	0 0	1 100%	4 80%	5 83.33%	0 0	1 20%	1 16.67%
TOTALS:	4.82%	19.84%	13.88%	74.70%	60.32%	66.03%	20.48%	19.84%	20.1%

NOTE: IA n = 126; KY n = 83; Combination n - 209

Table 10

Relationship of Perceived Barriers and Temporal Organizational Pattern

Barrier	1/2 Day	Full Day	Full Alternate	Other
Iowa				
Lack of instructional materials	25%	25.92%	31.03%	20%
Higher priority of other curr. areas	54.69	40.74	44.83	0
Lack of clear curr. guidelines	21.88	25.93	20.68	20
Low parental expectations	10.94	0	3.45	0
Kentucky				
Lack of instructional materials	29.79%	70%	30.43%	0%
Higher priority of other curr. areas	43.75	44.44	60.86	0
Lack of clear curr. guidelines	25	50	34.79	0
Low parental expectations	19.15	60	21.74	0
Combination				
Lack of instructional materials	27.03%	37.84%	30.77%	16.67%
Higher priority of other curr. areas	50	41.66	51.93	0
Lack of clear curr. guidelines	23.21	32.43	26.93	16.67
Low parental expectations	14.41	16.21	11.54	0

Table 11

Differences in Most-Frequently-Used Resources Of Teachers Adequately Prepared Through Social Studies Methods Courses (1) and Those Who Are Not (2)

Variable	N	X	Std dev.	Variances	I	D.F.	Prob>I
Mimeographed Sheets							
1	147	2.35	.90	unequal	.5978	61.5	.5522
2	40	2.45	.90	equal	.6004	185.0	.5490
Prob >F = .9131							
Role Play							
1	146	1.94	.75	unequal	-.08	60.3	.9333
2	40	1.95	.78	equal	-.085	184.0	.9317
Prob >F = .7308							
Puppetry							
1	147	2.17	.81	unequal	- .95	55.4	.3472
2	40	2.32	.94	equal	-1.04	185.0	.3005
Prob >F = 1838							
Library							
1	147	1.57	.75	unequal	-1.48	55.4	.1441
2	41	1.80	.93	equal	-1.67	186.0	.0965
Prob >F = .0716							
Picture Study							
1	147	1.45	.59	unequal	-2.23	51.8	.0301
2	40	1.75	.78	equal	-2.61	185.0	.0098
Prob >F = .0196							
Reproduce Pictures to Color							
1	146	2.49	.92	unequal	.2279	60.0	.8205
2	40	2.52	.96	equal	.2337	184.0	.8155
Prob >F = .6918							

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